Opening Day

The Industrial Educational Exhibition, 1953.

at

THE PRESIDENT LECTURE HALL,
Opposite " Gopal Bagh "
COIMBATORE.

Welcome Address

by

G. D. NAIDU,
President, Industrial Labour Welfare Association Ltd.,

and

Speech by

His Excellency SHRI SRIPRAKASA,
THE GOVERNOR OF MADRAS.

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The Industrial Labour Welfare Association Ltd.,

COIMBATORE.

Under the auspices of the Industrial Labour Welfare Association Ltd., the Industrial Educational Exhibition was opened by His Excellency Shri SriPrakasa, the Governor of Madras, at "The President Lecture Hall", opposite Gopal Bagh on 30—6—53, in the presence of a very large gathering of the distinguished public of Coimbatore.

On arrival of His Excellency at 4–30 p. m., and after Tea, Mr. G. D. Naidu, the President of the Industrial Labour Welfare Association Ltd., gave a welcome speech to His Excellency about present education, ways and means to combat the unemployment problem and also the necessity for short-term courses and allied exhibitions.

Then, His Excellency gave a very thought-provoking speech touched with humour, now and again, meeting all the points raised by Mr. G. D. Naidu, and the public listened with rapt attention. He then declared the Exhibition open and at the request of Mr. G. D. Naidu, he also presented certificates and prizes to the Short-term course students and demonstrators and a gold medal to one Mr. Smith who had demonstrated extraordinary feats of swallowing razor blades, glass pieces and iron nails.

The function was brought to a close with a vote of thanks given by Sri Ç. S. Rathnasabapathy Mudaliar.

Welcome Address
of
Mr. G. D. NAIDU,
to
His Excellency, the Governor of Madras
on 30—6—'53.

Your Excellency and Friends,

We are glad now to have the long waited opportunity to have amidst us Shri SriPrakasa, Governor of our State, to give us whatever we want for our future guidance. We are not asking for any impossible things like some political parties, who are demanding always something impossible or little possible. We are asking only to remove a control, propagated for one hundred years or more in our educational system. I know from 1938, several educationists tried their best to change the existing methods in education. They were not able to effect any change. But, now the Chief Minister of our State is daring enough to change the methods with best intention, while the whole of the State, more or less, is opposing his scheme. In a way, I too oppose it because the methods adapted in the changed scheme is not going to develop anything.

I wish to say very briefly what has to be changed to suit the present needs of our country.

It is a well-known fact, that all youngsters cannot become engineers, scientists, advocates, historians, medical-men or lecturers, not even political lecturers. Some may be fit for any of these vocations. Now-a-days almost all students are trying to hunt after seats in Engineering Colleges, and if not available, then they go for Medical course, then Science, then Law and so on.

Students who failed to get seats, try to get seats for technicians' courses. In any industry or in any Engineering concern, for 30 to 40 technicians on an average, only one engineering degree holder is required. In our country we are producing about 14 thousand technicians, for which 400 to 500 engineering degree holders are required. But we are producing 3000 engineers for the 14 thousand technicians; we are boasting that all the 3000 engineers are absorbed immediately after they come out of the colleges. But all the 14,000 technicians are not similarly absorbed. Out of the 3,000 engineers, many are not fit for technicians' work on account of the present educational syllabus. But they are on a very low salary and that too, for a work to which they do not fit in. In their places, several of the technicians who have passed, are better fitted than those graduated. Those technicians are wandering in the streets without jobs because no industry is developed in proportion to the raw-materials and man-power with the knowledge available.

In the Employment Exchange, we see upto School Final more than a million, above school finals more than 1,00,000 applications are registered for employment. Further, there will be a few million educated unregistered youngsters and several million educated and uneducated youngsters waiting to reclaim the sea, or level up the Himalaya Mountains. After school final, to produce an engineering graduate, approximately Rs. 1,000/- will be the expenses on the Government side and Rs. 5,000/- to Rs. 6,000/- on the side of the parents. Coming out of the colleges, the students get Rs. 100/- to Rs. 150/- per mensem in a 9 (a) temporary job after spending more than 6 years of precious young age. After spending half of the above expenses and 3 years of his young age, in the Polytechnics, he also may get the same salary if he is fortunate to get one.

Our country's problem on one side, is how to start industries if no Engineers and no Technicians are available. On the other side, why to produce engineers and technicians when there are no sufficient industries to absorb them? This problem is now in vicious circle. In other countries, all industries have been already started and are in existence. In our country not so many industries worth the name are started. We are not also self-sufficient in several of our requirements. Therefore, India is our best market and we need not go outside seeking markets as other countries do. Then,

what are the obstacles in our country for the development of industries or for the improvement of agriculture or in other words, how to reduce unemployment?

I wish to point out a few facts which I have found out from my experience for the last several years. The first blame is to be put on the educational system which is not so framed as to suit the developments for the present time and needs. In most of the colleges the students who are very keen to learn naturally catch hold of anything that is available at their young age, but they are left to be idle and left to waste their time in learning something also not useful for their future life, such as reading romance, novels, seeing cinemas, attending to sports etc. Recently, I mentioned in my address to students at Madura College how the time of students is spent for usefulness and waste. If we take the total time continuously spent in all activities from their 15th year upto 25 years of age, they are spending out of their useful 10 years' time—

For sleep	3 years	4 months	5 days
For meals and tiffin		7 ,,	18 ,,
For being in front of mirror		7 ,,	18 ,,

Thus they are spending 4 years, 7 months and 11 days. For study they are giving only one year, one month and fifteen days. The balance of 4 years, 3 months and 4 days is being wasted.

The second blame I put is, on the parents who entrust their sons or daughters by their influence or recommendations or by the strength of the wealth, and send them to a course not suitable for them or have no aptitude for, no keenness or inquisitiveness to learn that subject.

Our Governor Shri SriPrakasa recently mentioned in a speech which I give below:

"........ What can be the object of Education? It is surely meant to fit a student to life, because life will never fit itself to the students. Today, much of the unhappiness we see in the world is, to my mind, due to the fact that most of us are misfits. In other words, we have got an education and a training which do not fit us for the work we do. Though on the one hand we see education ever expanding and more and more educational institutions being founded, the fact is that those who come out of these educational institutions are unable to find their way in life. Therefore, there is much frustration and much unhappiness. It is the duty of those who are in charge of educational institutions to try and solve this menace ef unemployment and mal-employment........"

In another place he said:

"........ I have always believed that educational institutions should be as free from Government control as possible.

"........ I am still of opinion that educational institutions should allow as little government interference as possible" ....

I do not want to elaborate any more defects here. To get over these difficulties I tried some ways and means in recent years. First, I gave all my efforts in the Arthur Hope Polytechnic as Principal to find out a way to reduce expenses both for Government and parents and to reduce the time from 4 years to one year. It was reduced to 2 years by the grace of the Government after great difficulty. Then, I tried my plan in the Arthur Hope College of Technology also to reduce the time and expenses. Though I failed to do anything there, the quality and the percentage of the passes in this college reached the highest amongst all colleges. As a protest when I resigned in the Polytechnic, unfortunately for the students, after my resignation the period of the course was increased from 2 years to 3 years instead of reducing the same to one year.

Then I started the Short Term courses to show to the authorities and the public that the knowledge gained in any one of the engineering courses which can give quick returns developed later by himself in his work, can be imparted to the willing students in three to six weeks and they need not waste 3 to 4 years as now, to become a misfit in his future life.

As far the students, engineers and industrialists who were here at the time of the course,

they are able to realize the value of the Short Term Courses and Exhibitions conducted here in comparison with the courses in other institutions. But the public and government have no chance to see by themselves. In order to show them also, immediately after the short term course, I decided to conduct this Industial Educational Exhibition. Until now, the public of this town and some people from other places attended the exhibition and realized the value of the same. But none copied or followed the courses or the exhibition. When I offered this whole system to various institutions, though appreciated by some, none came forward to take them up or to follow them.

No doubt, to impart education to youngsters is a costly affair for Government and for parents. The cheapest way, I can say, is an Exhibition suitably arranged for the purpose of imparting knowledge to youngsters, as well as to elders. In western countries, even very young children have got very good knowledge in ordinary routine life as well as in engineering and in industry. This was attained only by Exhibition, whether on a small-scale or on a big-scale, in houses, in big halls, in public places, in colleges etc. In Japan, they have adopted a fine and peculiar method of imparting knowledge to very young children by printing pictures on geography, pictures of machines, scientific pictures etc. in the dresses, on the tables, on the sitting mat and wherever children spend more time with whatever materials they

contact. This gives continuous teaching without any extra expense to anybody. Unfortunately in our country, now-a-days, dresses are printed with cinema stars and fiction matters.

Further, I was not able to get any help from any one to conduct the courses or the exhibition. On the other hand, still it was and is extremely difficult to get any materials or equipments. Of course, I am glad, and thank our State Government and Municipal authorities for giving reasonable help. Hence, I am tired and I want to retire from all these activities.

I am proud to say that students who underwent the courses here are not waiting anywhere for any employment except the students who have joined for further education. Either they have started their work or business, or they are employed somewhere.

Any student who can appear privately for any courses in engineering and industrial or in any technical lines should be allowed to sit for the examination without any age-limit.

For girls to learn domestic science, no proper institutions are available. Only through youngsters any nation can be shaped. This is very important for the development of our nation.

Really, when we test the knowledge of students having high degrees, we find that many do not know how to eat, how to sleep or how to move in the world in everyday life with health and strength, because of the improper education and activities.

Perhaps, several of our friends are not aware of the course opened in Bacteriology. Dr. B. P. B. Naidu who served as Lecturer in Liverpool Medical College, who served in both the wars, who spent more than 25 years in England, who also worked in the Haffkine Institute and the King's Institute, had retired, and came here to stay, as the climate is suitable to his health. On his advice and help, the Bacteriology course was opened, only two years back. While the students were undergoing the course, he has done effective research to find out medicines for Leucorrhoea and Diabetes. When the medicines are made available to the public, it will be a boon to our country, as the cost of these medicines will be very cheap.

I myself, on behalf of the parents of the younger generation, request our Government to start institutions and exhibition like this in order to avoid the rush in the colleges, and reduce the expenses of the Government and parents.

I should not fail to thank the retired officers, Messrs. T. V. Subramanya Iyer, Dr. K. Mukunda

Rao, S. R. Venkatakrishna Mudaliar, and the present Municipal Health officer Dr. G. T. Gopalakrishna Naidu, and Dr. Venkatappa for having given valuable lectures in the Bacteriology Section, and Messrs P. H. N. B. Sharma, T. Ramasamy, C. K. Ramakrishnan and M. Khan Mohamed in the Radio Section. I also thank Dr. P. Subbaroyan, Dr. Gurusamy Mudaliar, Dr. Dwaraka Bai, Shri Ram Choudhri, Rotarian past Governor Shri Sharma, Rotarian E. Kirk, Rotarian President Nagarajan, Rotarian Dr. Guna Cook and the Rotarian Governor Sir C. P. Ramasami Iyer for their general lectures and advices to youngsters. I also thank the foreign returned students R. Venkatapathi, K. Venkatesalu, A. P. Madhavan, A. Rajagopal and P. V. Ramasami who gave their foreign knowledge to the students of the Automobile course. My thanks are also due to the students for having served the Rotarian guests about 100 in number who came here for the Rotary Dt. Assembly held on 30th and 31st May, 1953. I also thank Mr. Smith for demonstrating physical feats and showing feats of strength and endurance by eating glass, blades etc.

I request your Excellency's pardon for my long speech.

I also request your Excellency's permission to give you a summary of the number of students applied for the short term courses and the number admitted, left and passed.

The Industrial Labour Welfare Association Ltd.,
COIMBATORE

8th SHORT-TERM VACATIONAL COURSE-1953.

No. applied for Prospectus : 1756

No. applied with entrance fee Photo & Medical Certificate : 86

No. selected and joined : 74

No. left at the time of observation test } 7

A. Mohamed Ismail
K. B. Pattabiramiah
C. R. Balaraman
G. N. Narayan Nair
E. A. Denny
P. N. Venkatesan
S. Manthiram

No. left in the middle of the course : } 4

Seethapathi
Sivaparakasam
E. K. Radha
Kousalya Bai

No. for final examination :	Auto	Radio	Bacteriology.
Students	25	17	4
Apprentices	10	1	—
Cleaners	8	—	—
No. passed :	22	13	4

The Industrial Labour Welfare Association Ltd.,

8th VACATIONAL COURSE—1953.

Automobile Servicing.

Passed 1st Class :

	Name :	Token No.
1	B. Manickavasagan	A. C. 1
2	V. A. P. Nithiyanantham	A. 14
3	A. Sreenivasa Rao	24
4	K. V. Vasudevan	25
5	C. R. Chandramohan	2
6	B. V. Janardhanan	5

Passed 2nd Class :

1	A. Sivanarulselvan	A. C. 8
2	R. Muthukrishnan	4

Passed 3rd Class :

1	T. Balakrishnan	A. 1
2	M. S. Sitaram	23
3	K. Sadashivaraya	21
4	M. Natarajan	13
5	J. W. Khatwani	6
6	R. Krishnamurthy	7
7	M. Mathew	10
8	A. Pahmani	16
9	K. Rama Mohana Rao	A. 19
10	R. Nagamony	12
11	K. Ganapathy	3
12	R. Ramanathan	18
13	S. Padmanabhan	15
14	S. Manoharan	19

Radio Servicing.

Passed 1st Class:

	Name:	Token No.
1	I. G. Daniel	R. 1
2	R. P. Rathnasamy	10
3	H. R. Nagendran	6
4	N. Nagappan	5

Passed 2nd Class:

1	K. A. S. Md. Habibullah	4
2	K. Vijayarangan	16

Passed 3rd Class:

1	R. R. Shankarachary	11
2	S. R. Surendran	14
3	C. K. Krishnaswamy	2
4	T. S. Rajaraman	8
5	K. Thirugnanam	15
6	S. Kathiresan	3
7	R. R. Viswanathan	17

Bacteriology.

Passed 1st Class:

1	E. K. Kamala	B. 1
2	R. Vennilamani	3
3	S. Jaya Kumar	6
4	A. G. Ramdos	4

List of the Teaching-Staff of the 8th Vacational Course.

1 R. Venkatapathi
2 K. Venkatesalu
3 A. P. Madhavan
4 P. V. Ramaswami
5 A. Rajagopal
6 R. Natarajan
7 N. Krishnasami
8 D. Venkatapathy
9 V. Venkatasami
10 C. R. Sankaran
11 M. Khan Mohamed
12 V. K. Visalakshi
13 B. S. Dorairaj
14 G. D. Gopal

I also request your Excellency to present the certificates to the students and the teaching staff, Rs. 200/- to Kumari V. K. Visalakshi who was a Demonstrator in the Bacteriology section and a Gold Medal to Mr. Smith who swallowed razor blades and nails and showed other wonderful feats.

Finally, I request Your Excellency to declare the Exhibition open.

Thank you all.

(Verbatim recorded)

Speech by

HIS EXCELLENCY SHRI SRIPRAKASA,

GOVERNOR OF MADRAS.

on 30—6—'53

before the opening of the Industrial Educational Exhibition at the "President Lecture Hall", opposite Gopal Bagh, Coimbatore.

Friends:

This is indeed a day of great surprises for me. In the morning, I had the privilege of presiding over a Convocation of the Forest College, and it presented a picture of an educational institution which I had not expected to see; and this afternoon, I find myself in what may almost be called a fairyland. I have just got completely confused (laughter). In life, having seen it in many facets, I do not usually get lost, but here, I will confess, I am completely lost (laughter). I have, on the one hand, a person of whom I had heard a great deal, whom I was most anxious to meet, who, because of his perpetual quarrels with the Government that I represent, was not regarded to be a person whom I should approach, whom I had only seen from a distance. And on the other hand, I find a person who can swallow razor blades and suffer no ill consequences. While I was told that the stomachs of the Tamil people get

upset if they are asked to eat wheat instead of rice, you have in your midst a person who can actually eat razor blades (laughter). And as if that was not enough, I am told the building in which we are assembled, took exactly 18 days to be erected and that all the nice food that we have eaten have been cooked on electric furnaces that have been set up only about 4 o'clock this morning. In fact, in front of you, you have an electric clock that is approximately correct, that is practically the only electric clock that I have seen so near the truth. If I feel fairly bewildered in a situation like this, you can easily understand my predicament.

Then, we have a remarkable speech from Mr. Naidu himself. In the course of his speech he has quoted me and referred to many misfits in life. As I sat listening to him, I felt both he and I were misfits. But I do not think an address, in exactly such terms, has ever before been given to a Governor of Madras. Nor can I imagine a Governor making the speech that I am going to make.

I am glad, however, to have this opportunity of meeting Mr. Naidu and you all, my good friends of Coimbatore, who have done me the honour of coming at such short notice; not that people in this world cannot be tempted to come to a Tea at short notice, still when I feel that all of you have taken this trouble for my sake, I feel truly grateful.

Mr. Naidu, in his own way, has expressed many thoughts that trouble us all, the thought of unemployment that is stalking our land like a terrible menace and consequently, our thoughts turn to the education that creates so much unemployment. What, however, I could not understand was, why is my friend Mr. Naidu averse to the new scheme of education that has been promulgated by the Chief Minister. As a constitutional Governor, it would be my duty to support the Chief Minister even if I disagreed with him (laughter). But I am happy to say that in this, particularly, I entirely agree with him. And my surprise is that I honestly think that Mr. Naidu also agrees with him. Only, he has his own uncanny methods of doing and saying things, and he felt his duty to say he did not agree, because, what does the Chief Minister say as regards his scheme? Being fed up with the scheme of education that has been in our land for so many decades and even centuries, the Chief Minister and his government thought that there should be a change and Mr. Naidu also thinks the same. Then the Government feel that if the students were for a lesser number of hours at their schools, it would be nice. The only difference between Mr. Naidu and Rajaji seems to me to be that while Rajaji wants a student to be at his books for just 3 hours a day, Mr. Naidu wants only 3 weeks throughout one's life. It seems to me that the scheme as now promulgated, is a good one both in keeping with psychology and practicality. Psychology because when persons

have got used to a certain types of education and certain methods of life, it is rather dangerous to make revolutionary changes and while Mr. Naidu as a private citizen can make these changes, it is rather risky for the government to try that method, for the simple reason that they come in conflict with vested interests and they have got to be met. And so, he felt that, if the hours were reduced to half, when for half the time the students would work as they have been working before, and not give an impression to the world that any revolutionary changes were in hand, and in the other half of the day they would be working exactly as Mr. Naidu would like them to work and the hope there is that this system may produce many Mr. Naidus.

So far as I have been able to have a peep in Mr. Naidu's very interesting and romantic life, it seems to me that he has entirely depended upon his own resources. He has not been weighted unnecessarily with traditions, and with the usual conventional methods of life. He has been able to give his mind and limbs free play, and the system of education that the government are trying to introduce is really meant to give students sufficient opportunity for the display of their native talents which are all submerged by the vicious system that we have, when students have to pore over books, commit lots of things to memory without understanding, and vomit them out at examination time in order to get their certificates. I think, therefore,

that I should plead with Mr. Naidu for a sympathetic consideration of this scheme so that he might see both the psychological and the practical aspects of the same and help in making it a success.

Mr. Naidu with a penetrating knowledge of mathematics, a subject in which I regret I was always poor, has been able to divide in exact days and months and years the amount of time that different persons spend in different avocations, and I was rather interested to know that in 10 years of my time, I have spent exactly 7 months and 18 days before the mirror (laughter). I am very much consoled and I am sure all my lady friends here will be even more consoled (laughter) that Mr. Naidu doesn't regard the time spent before the mirror as wasted (laughter) but as very well utilized. What he objects to is that students should spend their time in reading romances or rather reading novels and helping in indulging in romance and looking at cinema stars. If only Mr. Naidu were a third of his age, he will perhaps not have that opinion (laughter). In any case, Cinema stars are just those persons in the world of today who are very well employed (laughter) and therefore, the problem of employment or unemployment does not occur to them. I am sure that most persons would be happy to be safe from their unemployment and consequent starvation and become cinema stars. I am sure that if Hollywood had a chance of looking at Mr. Naidu, they would hook him as a Cinema star (loud laughter).

The speech that Mr. Naidu has made is full of the most valuable suggestions. And I too wish that we would study it with care. It is a speech not of a visionary or of an unpractical man. It is a speech of a man who has done wonders and when a man like that speaks, we have to listen with respect. He, as his life proves, though a person not burdened with a type of education to which most of us have been subjected, has by innate capacity and creative genius invented many things and his activities have been many sided. You see his Engineering skill in being able to construct a house like that which it will take you and me many months to complete, and he has done it in just 18 days. Would you believe it that the woodwork you see around us cost him just 8 annas a maund? Who will be able to part with so much wood at such cheap rates? How he managed to get it, I cannot say and if sometimes government, has a suspicion, I think that cannot be illfounded (laughter).

Then, when you and I go about building a house, we have to apply here and there, for this and that. You know municipalities will not pass our plans in less than six months' time and that too, after many reminders. How he got his permission overnight, I cannot say (cheers). I have also found it difficult to induce electric companies to supply sufficient power even when we are in the throes of a marriage party in our homes but here, you see electric lamps and electric clocks working within a few

hours. All these things can only be done by a genius and it would be good if you and I could also imitate all the good points that our friend has.

I fully sympathise with him in his impatience. He wants to get things done quickly. He wants 10 years' work of our students to be done in 3 or 4 weeks. I wish he would take me in hand and teach this very difficult Tamil language in 3 to 4 weeks (laughter). I have been at it for 15 months now and have not gone beyond "Satham" and "Sambar" (continuous laughter).

I would like to assure him and you that, though so closely connected with government, I am one of those who are entirely against government control over education. For, if government control had been non-existent, I am sure that our educational system would have been different, and far more valuable than it is today. The system of education of which you and I are all victims, was introduced by the British for a specific purpose, and that was to pick the best brains in the country for assistance in their own administration. Nobody can blame them for this. They came from a distance of 6,000 miles, they were a handful in a country which was teeming with population and threatening everyday to become more and more populated, and they had to carry on their administration. Therefore, they introduced this system so that people would come through

it and would be capable of taking part in the administration of the country, and they did build up a most wonderful structure of administration. I have often said, though I was a great critic of their system as a Congressman, I very greatly admire that system and the efficiency that went with it, since I came to have a look at that system from the inside as a member of government itself. But, it did a great deal of wastage of human material, for, in the competitive examinations which hundreds of our young men joined, only one or two per cent could be chosen, and the rest were just discarded; they were not needed, and that is how the problem of unemployment came. These persons, I among them, who went through this mill were pretty useless for their own hereditary avocations, because they had lost touch with them and were not taken in, because they were unsuccessful in their examinations. The pity is that we are not yet realising what great danger lurks if we continue this present system of education, because it is only going to glut the unemployment market more and more. At the present moment, there is a terrific demand for education. You cannot visit a village anywhere in the land without someone coming upto you, and asking you to open a school. If there is a primary school, they want a secondary school; if there is a secondary school, they want a college; if there is a college, they want an University and thus, we have in the land, a tremendous upsurge for educational advancement. But, if we are going to continue the old system of

education, it is not going to lead us anywhere. You know and I know, that as soon as a boy gets slight education in his village school, the village no more interests him and he wants to go away to a neighbouring town to seek his fortune, and thus all our villages are being denuded of all possible talents. Nobody seems to care for them. They just remain where they were. In the setting of Swaraj, specially when we have declared ourselves a Republic, every-one of us is as important as any other, and we have all to play our fitting parts in life, so that the unity and the liberty of the country that have been attained may not be lost. While the the British could afford to allow 98% of the educated people to be unemployed, we, as an independent people, cannot afford to do so. We are not only interested in the 2% that pass but we are also interested in the other 98% that do not pass; and that is why I very much welcome independent institutions, like the one which I am asked to associate myself with today, because, students come here for short term courses and are able by the use of their brains and their fingers to learn in 3 to 4 weeks what it takes years to other institutions to teach.

But, one thing I should like to tell Mr. Naidu and it is this. It is not that students are in a hurry to learn. He thinks that students are in a great hurry to learn as quickly as possible. That is not so. If I know the psychology of a student, having been one myself, really the desire is to elongate the period of study as long

as possible, so that the problem of choosing our professional way of life may be adjourned (laughter). Mr. Naidu in his innocence and having forgotten child psychology thinks that all the students are very anxious to learn up and get out to work. That is exactly what a student does not want to do (laughter). And when he passes his matriculation examination or S. S. L. C., as they call it here, and you ask him, "what you are going to do", he says he is going to the Intermediate class, and when he passes the Intermediate, he says he is going to B. A. and when he passes B. A., you ask him what he is going to do, he says he is going to M. A. and after that, he says he is going to Ph. D. and after that to America or England, I do not know, for what? All because, he does not want to save his parents the trouble of looking after him. He just wants to ward off the evil day when he himself will have to do something in the world. I am therefore sorry for all these poor young-men who are thrown on the waves of life only after 3 or 4 weeks. (laughter) I am glad that my education was not in charge of Mr. Naidu (laughter), and I took exactly 20 years to do what these young friends are able to do in 3 to 4 weeks. I am very glad that my father's opinion was different to that of Mr. Naidu's (laughter).

And then, there is another problem which the Chinese philosopher has posed. When somebody told him of the various time-saving devices, that are the order of the day, this good philosopher asked, "but what to do with the

saved time". That problem will be with these young boys to-day, because I fear that they have in their enthusiasm lost 20 years of happy irresponsibiltty and have to do something almost immediately.

I am happy to have the auihority of Mr. Naidu, that ours is a self-contained country that we have not to go out for employment, or to seek the assistance of other countries to meet our needs. It is a great comfort to know that, because if only all of us would realize it, we would not be begging at the doors of foreign nations for various loans and grants, which are not always given without conditions. If only we could realize that we have everything that we want in our own land, if only we knew how to look for things, then we would be a very happy country indeed.

Mr. Naidu has rightly drawn our attention to two or three aspects of our social, our economic and domestic life and we would do well to ponder over them. So far as the general menace of the land is concerned, he put firstly the blame on the educational system. Generally speaking, as must be clear to you from what I have said, I am at one with him. This system has got to be changed, if we are to be saved.

Then, he has blamed the parents. I think he is perfectly correct there, though as a Hindu, it is my bounden duty to praise my parents even if they go wrong. The parents happen to

be blamed, in as much as they ought to have known better, but we are all children of the times in which we live, and if they have been carried away by the prevailing atmosphere, they are really not so blameworthy. But it is time that parents woke up to a sense of their duties, and help in the establishment of an educational system that would produce men, persons who would be capable of facing life in its variegated aspects, and make a success of any job that they take up.

The great thing that Mr. Naidu rightly lays stress on is, that we ought to be able to use our limbs. The false sense of respectability that has crept over us, has made us feel as if manual work were disreputable. One of the questions that an enthusiastic Press reporter asked our Chief Minister, when at a Press Conference they were discussing his educational scheme, as to why he wants a cobbler's son to be a cobbler, or a shoe-maker's son to be a shoe-maker. Now, that question itself shows the mistaken mentality of the questioner who thinks, as is obvious, that a cobbler's trade or a shoemaker's trade was something dishonorable and that all cobblers' sons should be something else and all shoe-makers' sons should go on a strike. It never occurred to the questioner to ask, why a lawyer's son should be a lawyer, or a government servant's son, a government servant. I do not think that these professions are the only honorable professions in the world, and I cannot envisage a world in which there are

only government servants, for, the most impottant aspect of life would then be absent, and we would not have persons who would be able to construct a building like that in 18 days or to cook such delicious "Iddlies" as we had this afternoon. All these professions are important, far more important, if I might venture to say, than the profession of government servants and lawyers. And somehow or other, we have come to feel that all manual professions are wrong, and all intellectual pursuits right. I think Mr. Naidu is perfectly correct when he laid great stress, on the desirability of every single one of us taking to manual trade or atleast, not looking down upon it.

Mr. Naidu has also laid stress on civic education. He has said that we do not know how to sleep or to eat or to walk, or do many other things so necessary in life. He is perfectly correct, because, we really do not know these things and it is time that we knew them, for though they may be regarded as small things of life, still they are really most important; and most of our homes would be the better if we knew exactly how these little things have got to be done. I do not know what women do in this part of the country, for I have had nothing to do with women so far at least. I know what they do in my part of the world, and that is, they bring out their needles wherever they may be sitting and start sewing, and leave the needle where they did that work, with the result, that it gets into the bodies of other people at

awkward times and places, and causes a lot of disturbance (laughter). Then, I have also found persons bringing out various household necessities like knives and peeling vegetables wherever they were visiting, and then, like the needle, forgetting to remove that knife which later on hurt someone very badly. I think that Mr. Naidu's admonition that we should know to do the little things of life, is very timely and if only we knew how to behave, we would be the better citizens for it, and have happier homes and a happier society.

Mr. Naidu, I understand, has invented many things. I learn that his first invention was some sort of an electric razor. I do not know whether that electric razor was a success or not. I hope it was, and I do hope that the blades of those razors are not the blades that my friend swallowed.

Then, he has all sorts of methods of injecting with various useful serums, his various fruits. Now, you and I had a taste of his papayas and his bananas. I had and I do not know whether you also had, and I am told that they were all injected. We have had Doctors coming round with their needles and injecting in us, human beings, all sorts of things. I did not know that even the fruits and vegetables could be subjected to this treatment. The results are very satisfactory, and if the students who are passing out of this institution, would only start injecting all the trees and all the fruits, I believe their hands will be completly full.

It is a remarkable thing how a little knowledge about doing things in the proper way can produce the results, that we see to day. There is a great deal to do in the matter of improving our crops, our fruits, our vegetables, our plants, and it is very necessary that the food values of various articles should be carefully tested, and advice given, so that we may eat the right thing at a right time.

I have no desire to fatigue you with very much more but I should like to say, once again, how sincerely grateful I am, for the opportunity that Mr. Naidu has given me of meeting himself, and meeting all these friends of Coimbatore. He has lived a dedicated life and that life has many things to teach us. That life shows how pertinacity, courage, self-confidence can lead us from apparent poverty to wealth and fame. Beginning life as a small agriculturist and perhaps a smaller tradesman and having driven lorries in the public streets, Mr. Naidu now fills a unique place in society, as the inventor of many gadgets and contraptions, and as one, who while he made with the one hand, gave freely with the other, so that society may be benefited. In fact, when last I was here, I was privileged, even though he himself was not present on the occasion, to present on his behalf, a travelling dispensary to the Red Cross so that medicines could be brought to the door of the poor in the countryside. Most persons, who are what they call self-made, become so concentrated on themselves, that they forget what they owe to society.

I have known other self-made men who look askance with persons not in affluent circumstances, and say to them, if they should approach such people, that they might do exactly as they themselves have done, because, they had also started from humble beginnings and had risen to fame and fortune. But it is not given, as Mr. Naidu has himself said in his speech, for everyone to be everything and it is the duty of all of us who happen to succeed in the world, to help less fortunate brethren over the stile.

Mr. Naidu, is to my mind, a pre-eminent example of charity, that is dispensed in the proper manner, and his life also shows how he is willing and almost eager to fight government where he thinks that the government has gone wrong. As one who, myself, had been fighting government for 35 years, he has my fullest sympathy (Cheers). I am glad, however, that all the quarrels are ended. But the chief particular quarrel in which Mr. Naidu involved himself refers, I understand, to income-tax. Now income-tax is one of the things that none of us likes to pay, and we always feel that the income-tax officer charges us more than we should be charged. If Mr. Naidu felt the same, I am not surprised. But the one thing that strikes me in these two facets of Mr. Naidu's life viz. on the one hand having nothing, not a penny in his hands, and on the other, called upon to pay 28 lakhs of good money as income-tax, what strikes me is this: how is it that

government doesn't come to our rescue when we are poor and most anxious to grab our money when we get rich? (laughter) As we are a Republican country where every single one of you has got a vote, you must now vote on such a side, as would be able to give you a government, which helps the needy and does not worry the rich. If you could evolve a government like that, I think you would be doing the greatest good to the society. Mr. Naidu tried it and failed, and therefore, he had to compromise on half the sum of 28 lakhs. But I am glad for his sake and for mine, that the compromise was effected and that the citizens of Coimbatore can live in peace. For, if Mr. Naidu is in an angry mood, I understand that it is difficult for any one in Coimbatore to be happy (laughter). If I am not mistaken, at least I am so informed, that Mr. Naidu would rather burn up his buildings than pay income-tax; and when one building burns, all the neighbours are in danger of their houses also catching fire (laughter). I was afraid of coming into Coimbatore till all this trouble was ended (laughter).

Now, you and I can all be very happy, because the Government is happy at Delhi and Mr. Naidu is happy in Coimbatore (laughter). And I am sure that, as the days go by, he will be able with his remarkable genius, to give us many more things than he has so far given. He will, I hope, be able to teach his boys not

only to assemble radios in 4 hours and 5 minutes but also to make them, so that we may not have any need to go for radios abroad.

So many things of daily life, which have become so very important to us, almost indispensable for social and economic existence, we have to take from other lands. Think of things in this very room itself. And you will find more things have come from abroad, than have been manufactured here. All this mechanism in front of me, that enables me to throw my voice to the farthest corners of this hall – not that I could not do it without mechanism – have all come from outside. Many of the things that we use, have also come from other countries. Now, we do need many a Mr. Naidu in our land, who could give us the secret of being able to manufacture everything here. There is the problem of food, which is the first requisite for for our existence. We want to produce more and more. All sorts of experiments are being carried out, as to how more rice or wheat could be produced per acre, than is the case to day. Some one has got to find the secret of that, and we have also to make many things. Think of a bicycle. I an 63, six years younger than the person who can swallow razor blades but I couldn't even swallow a pin if I tried it (laughter). I am 63 and I have certainly ridden a bicycle since I was about five or six years of age; and even today, we are not able to manufacture a bicycle in all its entirety, while other countries have made huge aeroplanes

which can carry a hundred passengers in the air, from end to end of the world in a few hours. Even when as Commerce Minister, I visited factories that said they were making bicycles, I found that the important parts, balls, chains, freewheels could not be manufactured by them, and the machine on which even the other parts were manufactured had come from abroad. We have, therefore, a mighty leeway to make up, and I am glad that we have Mr. Naidu who is thinking so seriously on all these subjects and implementing his ideas in practical ways.

I congratulate all my young friends who have received certificates this evening. I congratulate, them because, they have belonged to a unique institution that makes the rightful claim that it can teach in 3 or 4 weeks what it takes other institutions 10 years to teach. The claim itself is magnificent, and in a country like ours, where the incidence of age is so small, for the average age of my countrymen is only 26, it is monstrous that we should have to waste as I did, quite 24 years of our lives in just education, going from one class to another. It is good that we should be able to do all this work in a few weeks, and I think, theoretically speaking, that we can and should be able to do so. The whole ideal of education has got to be re-oriented, and when once we have done that, the road in front of us will be clear and open.

I thank Mr. Naidu with all my heart for the great honour that he has done me, by

inviting me here. He and I, judging from our lives, have really lived in different planes. I have followed the conventional methods of education and of existence, while he has rebelled against them; and today, it is a good thing that such persons, as he and I, could share the same platform, think of the problems that assail us and try to find out ways and means that can solve them (cheers).

I declare the Exhibition open.

Vote of thanks by

SRI C. S. RATNASABAPATHY MUDALIAR.

Your Excellency, ladies and gentlemen, and friends,

His Excellency has told us at the outset that this is a day of surprises to him, so also it is for me. I never thought when I came here that I will be asked to propose Mr. G. D. Naidu's grateful thanks to His Excellency for having so kindly consented to be present here to declare this Exhibition open. So, on his behalf and on behalf of everybody else present here, I convey our grateful thanks to His Excellency for his most magnificent speech. The address of Mr. G. D. Naidu was unique and His Excellency's reply also was equally unique in all respects. So, on your behalf and on behalf of Mr. G. D. Naidu, I have very great pleasure in conveying our grateful thanks. (cheers)

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